

ENGLISH NOTES

"HONORABLE JUDGES"

Announced as an innovation at William and Mary, the debate between representatives of that college and a team from the University of Arizona on March 19 was settled by a vote of the audience, not by the usual decision of three judges. Yet such a procedure is not altogether new. British debating teams recently visiting the United States have preferred that method of settlement, and indeed it has been urged for some years in the United States by such men as Dr. T. W. Gosling, of Madison, former president of the National Council of Teachers of English.

In normal life situations, say the proponents of this plan, people do not have much need for submitting formal arguments before a selected tribunal; rather is there a need in a democracy for effective presentation of arguments before the populace or its representative bodies. Unless debating is to provide practice only for lawyers who will lay their arguments before a court, then, it would be wiser if debating might be carried on under conditions similar to those which the great majority of students will later have to face.

Stephen Leacock, widely known satirist and professor of political science at McGill University in Canada, writes feelingly of the usual formal debate. Following the selection of a subject "as broad as the continent and as comprehensive as the census," the debaters prepare feverishly, he says—"and the victory goes to whichever side has more completely swallowed the census and makes a longer array of citations of statistics."

"The proper method," says Leacock, "should be the exact reverse. The subject should be, if possible, one in which the student takes a real interest, something that has come into his life and about which he really wants to talk. . . . A subject of interest, defying exhaustive statistical treat-

ment; relatively short notice, rather than collection of material; the attempt to speak what is in one's mind, not the repetition of what came out of someone else's—these are the things that make a real debate."

DRAMATIC CONTESTS IN NORTH CAROLINA

By assisting in the organization of dramatic clubs and by encouraging the writing of native plays, the University of North Carolina is serving well the people of the Old North State. The Carolina Dramatic Association has been created and fostered by the University's Bureau of Community Drama, under the leadership of Professor Frederick H. Koch, and now, in its third year, consists of forty-five high school clubs, seven college clubs, and five community clubs.

As the culmination of dramatic contests held at five or six centers in both Eastern and Western Divisions of the state, a final contest between the two winners was staged at Chapel Hill March 25th, during the annual meeting of the Association held March 24 to 27. Apparently, dramatic contests are as general in North Carolina as the so-called literary contests (consisting of debates, declamations, and readings) are in the Old Dominion.

There are three contests settled in this annual meeting of the Carolina Dramatic Association—one for each of the three groups: a community contest, a high school contest, and a college contest. In addition to the plays, programs this year given over to the discussion of "Dramatics as an Accredited Subject in High Schools," "Costuming," "Suggestions for Chapel Exercises," and other such matters. Professor Milton M. Smith, of Teachers College, Columbia University, addressed the delegates on "Producing the High School Play," and also gave a demonstration of folk dances.

North Carolina's service in thus stimulating a wholesome interest in dramatics will have the admiration of Virginia teachers

who wish that their school entertainments, rural as well as urban, might be touched by a somewhat surer feeling for the artistic in literature. It was such an ambition that President H. W. Chase, of the University of North Carolina, gave expression to when, in dedicating the new Playmakers Theatre, he hoped: "That it may make possible about our common life a little more of the stuff that dreams are made of; a little less of monotony, a little more glamour about our days; that the horizons of imagination shall be enlarged so that we shall come more steadily and wholly to see the place of beauty—and of its handmaiden, art—in a civilization not too much given to its encouragement."

IS THIS SHOCKING?

"Why can't the school authorities set up an irreducible minimum of essentials and insist that every child come through with 100 per cent? *I would apply this principle in English instruction, stressing correct usage habits.*" Thus wrote a business man—vice-president of a great trust company—in the *Educational Review* for February. Added significance attaches to the article because of its complete endorsement by the editor, William McAndrews, Superintendent of Schools of Chicago and former president of the National Education Association.

From "The Output of the Public Schools" it is possible here to quote only a paragraph or two. It bears not solely on the teaching of English, of course; but what is here quoted can be applied by the teacher of English in striking fashion if he is willing to think the matter straight through. Read:

"The percentage-marking system employed in the schools gives the youngster false concepts with which to begin his business or professional career. The 90 per cent, which in school he has been taught to consider excellent, is unacceptable in life. A 10

per cent mistake in receiving a deposit, or cashing a check, or figuring interest on a note, whether the mistake be in favor of the customer or the bank, simply won't stand. Anything less than perfection is failure. In the arithmetic of life, there are only two percentages—100 and 0.

"From observation in the educational world and in the business world and through my knowledge of human nature, I arrive at the conclusion that our course of study, surely in the elementary school and possibly in the high school, ought to be clearly divided into two parts:—the mechanical *memoriter* side, and the theory side. The former should be drilled thoroughly into every child and should be the basis of promotion; the latter should be offered to all children but can be thoroughly and completely grasped by only a portion of them. Review and drill upon the lower-grade mechanical processes must be kept up in succeeding grades if the youngster when he leaves school and tackles life is to be as adept as he ought to be in handling figures."

TWO KNIGHTS WITH BUT A SINGLE THOUGHT

"It was probably because . . . of his dislike of sham and his insistence upon reality that Shakespeare was apparently opposed to the make-believe of painted faces and to the folly of drunkenness." This is the conclusion reached by Professor Alfred A. Kern, head of the English department at Randolph-Macon Woman's College, in a paper on "Shakespeare and Drunkenness," issued as Number 1, Vol. XII, of the quarterly bulletins published by the college at Lynchburg. Citations are made from *Henry IV*, *Twelfth Night*, *As You Like It*, *Othello*, *Antony and Cleopatra*, and *Hamlet*, principally,—with special attention of course to Falstaff and Sir Toby.

Dr. Kern is vice-president of the Virginia English Teachers Association.

HOW THEY'RE PRONOUNCED

The Haverhill (Mass.) Public Library has published the following list of correct pronunciations of names of authors, in which the accented syllables are printed in capital letters:

- Stacy Aumonier—(O-MON-ye).
 John Ayscough—(Ask-kew).
 Stephen Benet—(Ben-AY).
 Vicente Blasco-Ibanez—(Vee-THENT-ay Blahs-ko Ee-BAHN-yeth).
 Johan Bojer—(Yohan Boy-er)
 Phyllis Bottome—"tome" like "home").
 Van Wyck Brooks—(long "y").
 Heywood Broun—(Hay-wood Broom).
 John Buchan—(BUCK-an).
 James Branch Cabell—"Cabell" like "rabble").
 Willa Cather—(Put an Irish "h" in "mather" and rhyme it with "that").
 Mary Cholmondeley—(CHUM-li).
 Padraic Colum—(PAHD-ric Colm).
 Royal Cortissoz—(Cor-TEE-suz).
 John Dos Passos—"o's" and "a" short).
 Fedor Dostoievski—(Dos-toi-YEF-ski).
 Lord Dunsany—(Dun-SA-ni; long "a").
 St. John Ervine—(Sin-jun Ervyne).
 John Galsworthy—"Gals" like "hauls").
 Katherine F. Gerould—(GER-ald).
 Arthur Guiterman—(GEEter-man; hard "g").
 Joseph Hergesheimer—(4 syllables; "ei" like long "i").
 Ralph Hodgson—"Ralph" like "Rayfe").
 Emerson Hough—(Huff).
 A. E. Housman—(Like "house").
 James G. Huneker—(HUN-e-ker; short "u").
 Sheila Kaye-Smith—(Shee-la Kay-Smith).
 William LeQueue—(LeCUE).
 Gaston Leroux—(Le-ROO).
 Vachel Lindsay—"Vachel" like "Rachel").
 Arthur Machen—(MAK-en; long "a").
 Percy Mackaye—(Mac-KYE).
 Don Marquis—(MAR-quis; as spelled).
 Somerset Maugham—(Mawm).
 Marie C. Oemler—(URM-ler).
 Oliver Onions—(O-NIGH-ons).
 Baroness Orczy—(ORT-sy).
 Joseph Pennell—(PEN-ell).
 Michael Pupin—(Pu-PEEN).
 Victor Page—(Pa-ZHAY).
 Agnes Repplier—(REP-pler).
 George Santayana—(San-ta-YA-na; all "a's" broad).
 Lew Sarett—(Sar-ETT).
 Henryk Sienkiewicz—(See-EN-kee-vitz).
 Lytton Strachey—(Littun STRAY-chee).
 John M. Synge—"Synge" like "Sing").
 Louis Untermeyer—(like "higher").
 George C. Van Schaick—(Van Skoik).
 Mary C. E. Wemyss—(Weems).
 Stanley J. Weyman—(Way-man).
 W. B. Yeats—"Yeats" like "Yates").
 Israel Zangwill—(Sang-will).

IN VULGATE, TRUTH

"Education pays," shouted the Fourth of July orator.

"Pays who?" muttered the thin professor.

PROFESSIONAL DRESS FOR TEACHERS

Colored smocks, in shades to suit individual taste, have been adopted as the professional dress for practice work with little children by students of the Cleveland kindergarten primary training school. The smocks may be used in lieu of a dress in warm weather, and may be worn over the street dress in winter. They are washable, they can be obtained in a number of bright colors, the children admire them, and they help create a cheerful atmosphere. The freedom of movement, the suitable neck lines, long sleeves, and pockets large enough to hold notebook and pencils, add to their appropriateness.—*School Life*.

PHENOMENAL GROWTH OF INSTRUCTION IN SWIMMING

A striking adventure in American pedagogy is the growth of instruction in swimming and watermanship. High school buildings and playgrounds contain swimming facilities. Many colleges include swimming as a prerequisite for a degree. In military posts and at summer civilian training camps instruction in swimming is given as a matter of course. The American Red Cross has been the most significant factor in promoting water safety. In Chicago, New York, Boston, and Springfield are institutions that produce swimming directors.—*School Life*.

A SONG OF HOME

Sing me a song of home,
 Of waves that curl the shore,
 Of yellow sand in the blazing sun,
 And the sea-planes rising one by one.
 O sing me a song of home.

LINDA CARTER